

Beginning with Fiction

Lesson Preparation

Daily Lesson 3	WRITING	
	TEKS	Ongoing TEKS
	E1.13A	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Authors use conventions of written language to communicate clearly and effectively. <p>— How can writers look at the same thing and see it differently?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Theme Reflection 	
Materials	<ul style="list-style-type: none"> Writer's Notebook (1 per student) Teacher Writer's Notebook (1) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English 1 Unit 01 Writing Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Refer to: Teacher Resource: English 1 Unit 01 Writing Appetizer and prepare to display Writing Appetizer #1. This Instructional Routine will require writing in front of students. Prepare to model a response for Teacher Resource: English 1 Unit 01 Writing Appetizer, Writing Appetizer #1 	
Background Information	<p>Theme - the central or universal idea of a piece of fiction or the main idea of a nonfiction essay. Themes are ideas or concepts that relate to morals, values, worldviews and speak to the human experience.</p> <p>Possible examples of themes:</p> <ul style="list-style-type: none"> Social influences determine a person's destiny. People go through trials before they mature. <p>Themes should be one sentence long and in third-person to promote universality. Themes are often derived from thematic concepts: one-word ideas that encapsulate the human experience, e.g., love, perseverance, friendship.</p>	
Teacher Notes	<p>The teacher is an excellent example of a writer for students. It is important to model writing as often as possible to provide continued support to struggling writers.</p> <p>In middle school, students engaged in Writing Appetizers to support their fluency and voice. These activities included daily journal writing along with the application of prewriting strategies. It was expected that students generate original ideas for writing, using strategies as appropriate. During this Unit, students use photographs and quotes to brainstorm literary stories. They will make connections across mediums to build writing fluency and demonstrate voice.</p>	

Instructional Routines

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Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students reflect on photography and quotations to generate ideas for writing.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Explain that during Reading students will begin with a Writing Appetizer to continue to build fluency and voice. Writing on a daily basis will help them grow as writers and enable them to make better connections in literacy. 2. Ask: What are some ways writers brainstorm ideas for the books and stories they write? Through class discussion, students should begin to think about the process of brainstorming and hopefully list activities like reading words from other writers and looking at photographs. Supply these activities if students do not. 3. Display the quotation and photograph from Writing Appetizer 1 from Teacher Resource: English 1 Unit 01 Writing Appetizer. Instruct students to pay close attention to the quotation and photograph. 4. Ask: What is this quote saying about life? Do you agree with the quote? Discuss responses. 5. Think Aloud and model revising the quotation to develop a meaningful theme one might infer from a story. Instruct students to copy the class theme at the top of a blank page in the Writer's Notebook if they agree with the quote. 6. If they do not agree with the class theme, instruct students to change the wording of the class theme to make it as true for them as possible. They should then write their versions of the theme at the top of a blank page in their notebook. 7. Inform students that by revising the quotation to create a theme, they are in fact brainstorming for their own future stories. 8. Display the conflict section of Writing Appetizer 1 from Teacher Resource: English 1 Unit 01 Writing Appetizer. 9. Think Aloud to brainstorm a conflict that would represent the class theme. Discuss the potential plot that could develop from the class theme and conflict.
Learning Applications	<ol style="list-style-type: none"> 1. Instruct students to copy the conflict visual into their Writer's Notebook. 2. Direct students to brainstorm another conflict that represents the class theme or their own revised theme. 3. Students share their conflicts with a partner, a small group, or with the class. 4. Lead a class discussion. List and post conflicts volunteered by class. Ask: Which conflicts will develop into an especially interesting story? What are the attributes of these conflicts? Discuss responses. 5. Continue the discussion. Ask: Was this difficult to do or easy? Discuss responses.

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	6. Explain that students will continue to practice this process on subsequent days during the Writing Appetizer.
Closure	<p>1. Ask: How does using inspiration from quotations and photographs help us become better writers? How might our personal lives and stories act as inspiration? Discuss responses.</p> <p>2. Explain that as students begin reading new texts during Reading, they will continue to react and connect with the texts in order to reflect on the world around them. These reflections can then enable them to share their worlds with others through writing. This is the power of the Reading-Writing Connection.</p>